

## **Education and Inspections Bill 2016**

**An Act to make provision about inspections for primary, secondary and further education and about training; to provide for the establishment of an Inspectorate of Schools, Children's Services and Skills and the appointment of Her Majesty's Chief Inspector of Schools, Children's Services and Skills and make provision about the functions of that Office and that Chief Inspector; to provide for the amendment of references to local education authorities and children's services authorities.**

*BE IT ENACTED by The Queen's most Excellent Majesty, by and with the advice and consent of the Commons in this present Parliament assembled, in accordance with the provisions of the Parliament Acts 1911, 1949, and 2016 and by the authority of the same, as follows:-*

### **Section One - Definitions**

In this bill, "school" means an educational institution which is outside the further education sector and the higher education sector and is an institution for providing—

- (a) primary education,
- (b) secondary education, or
- (c) both primary and secondary education

In this bill "pupil" means a child receiving education at the school (whether or not the child is a registered pupil).

The Inspectorate means Her Majesty's Inspectorate of Schools

Chief Inspector means Her Majesty's Chief Inspector of Schools

Secretary of State means Her Majesty's Principal Secretary of State for Education

### **Section Two – The Inspectorate and HM Chief Inspector**

#### **Her Majesty's Chief Inspector of Schools**

- (1) Her Majesty may by Order in Council appoint a person to the office of Her Majesty's Chief Inspector of Schools
- (2) In this Part the holder of that office is referred to as "the Chief Inspector".

- (3) The Chief Inspector is to be a member of the Inspectorate.
- (4) The Chief Inspector holds and vacates office in accordance with the terms of his appointment.
- (5) Those terms are to be determined by the Secretary of State.
- (6) But the Chief Inspector—
  - (a) must not be appointed for a term of more than five years,
  - (b) may at any time resign by giving written notice to the Secretary of State, and
  - (c) may be removed from office by Her Majesty on the grounds that he/she is unable or unfit to carry out the duties of his office.
- (7) The previous appointment of a person as Chief Inspector does not affect his/her eligibility for appointment.
- (8) The office of Her Majesty's Chief Inspector of Education, Children's Services and Skills is abolished.
- (9) But any person holding that office immediately before the appointed day is to become, as from that day, Her Majesty's Chief Inspector of Schools.
- (10) As from the appointed day—
  - (a) the Order in Council by which such a person was appointed has effect as if it were an Order in Council under subsection (1) appointing him as Chief Inspector, and
  - (b) the terms of his/her appointment have effect as if determined under subsection (5).
- (11) In this section "the appointed day" means the day appointed under section 4 for the coming into force of this section.

#### Remuneration of members

- (1) The Inspectorate must pay to the chairman and each of the appointed members such remuneration and allowances as may be determined by the Secretary of State.
- (2) The Inspectorate must, if required to do so by the Secretary of State—
  - (a) pay such pension, allowances or gratuities as may be determined by the Secretary of State to or in respect of a person who is or has held office as chairman or appointed member; or
  - (b) make such payments as may be so determined towards provision for the payment of a pension, allowances or gratuities to or in respect of such a person.

(3) If, where a person ceases to hold office as chairman or appointed member, the Secretary of State determines that there are special circumstances which make it right that he should receive compensation, the Inspectorate must pay to him such amount by way of compensation as the Secretary of State may determine.

### Staff

(1) The Inspectorate has power to appoint staff—

- (a) for the purposes of the performance of its own functions, and
- (b) for the purposes of the performance of functions of the Chief Inspector.

(2) But that power is exercisable only by the Chief Inspector acting on behalf of the Inspectorate.

(3) The conditions of service of persons appointed under this paragraph are to be determined by the Chief Inspector, subject to the approval of the Minister for the Civil Service.

(4) The management of the staff of the Office is to be the responsibility of the Chief Inspector.

### Committees

(1) The Inspectorate may establish committees, and any committee so established may establish sub-committees.

(2) The members of a committee of the Inspectorate may include persons who are not members of the Inspectorate (and the members of a sub-committee may include persons who are not members of the committee or of the Inspectorate).

(3) The Inspectorate may make arrangements for the payment of such remuneration and allowances as it thinks fit to any person who—

- (a) is a member of a committee or sub-committee, but
- (b) is not a member of the Office.

### Supplementary powers

(1) The Inspectorate has power—

- (a) to enter into contracts,
- (b) to acquire, and dispose of, land or other property, and
- (c) to arrange for the provision of accommodation,

in connection with the performance of its own functions or in connection with the performance of functions of the Chief Inspector.

(2) But those powers are exercisable only by the Chief Inspector acting on behalf of the Inspectorate.

(3) The management of any property or accommodation held or used in connection with the performance of any of the functions mentioned in sub-paragraph (1) is to be the responsibility of the Chief Inspector.

### Her Majesty's Inspectors of Schools

(1) Her Majesty may by Order in Council appoint persons as Her Majesty's Inspectors of Schools.

(2) In this Part a person so appointed is referred to as an "HMI".

(3) An HMI is to serve, in accordance with the terms of his appointment, as a member of the staff of the Inspectorate.

(4) Those terms are to be determined by the Chief Inspector.

(5) A person's appointment as HMI ends when he ceases to serve as a member of the staff of the Office.

(6) Any person who—

(a) is one of Her Majesty's Inspectors of Schools in England immediately before the appointed day, and

(b) is then serving as member of the staff of Her Majesty's Chief Inspector of Education, Children's Services and Skills,

is to become, as from that day, one of Her Majesty's Inspectors of Schools.

(7) As from the appointed day—

(a) the Order in Council by which such a person was appointed has effect as if it were an Order in Council under subsection (1) appointing him/her as an HMI, and

(b) the terms of his appointment have effect as if determined under subsection (4).

(8) In this section "the appointed day" means the day appointed under section 4 for the coming into force of this section.

### The Extent of Inspections Undertaken by HMI

It will be within the power of HMI to inspect the following sectors or areas of provision:

- early-education centres;
- primary schools, including those with nursery classes;
- secondary schools;
- special schools, including residential special schools and secure accommodation services;
- independent schools, including independent boarding schools and special schools;
- colleges;
- learning communities;
- education functions of the local authority;
- grant-funded national voluntary organisations (at the request of HM Government);

- teacher education in teacher education universities;
- prison education (at the request of HM Inspectorate of Prisons); and
- education and training through voluntary services.

### **Section Three - The Inspection Process**

#### **Format of School Inspections**

(1) The inspection of Primary and Secondary schools, as well as places of Further Education, will be mandated by the relevant Local Education Authority (LEA).

(2) School inspections will be led by an HMI, with the remainder of the inspection team being made up of suitable candidates from within the LEA.

(3) A suitable candidate for an inspection must have relevant experience within that area of education. For example, secondary schools will only be inspected by experienced secondary school teachers.

(4) The size of the inspection team will be determined by the appointed HMI in coordination with the LEA.

(5) Inspection teams may include, in addition to the HMI, health and nutrition inspectors (HNI), assistant inspectors or associate assessors. Staff selected from the LEA to take part in inspections must meet the criteria stated within Section 5 (Information about and Criteria for HMI). It shall be the duty of the LEA to ensure there is a large enough pool of qualified inspectors within its locality. Should there be too few inspectors available the Inspectorate will have the power to assign inspectors from neighbouring LEAs or use HMIs to make up the inspection team.

(6) No inspector will be allowed to take part in an inspection who is a current member of staff at the school which is to be inspected.

(7) Inspection teams will be expected to:

- ensure that all inspections are conducted in a fair and professional manner;
- adopt a learning approach in order to share our knowledge and experience and learn from the knowledge and experience of others;
- keep in touch with senior staff throughout the process, sharing findings in a constructive way to encourage ownership and learning to take place; and
- ensure that our staff promote good practice in acknowledging diversity, promoting equality and eliminating discrimination.

(8) The process of inspection must be seen to be as a partnership between the inspectors and the school itself. Based on this assumption, inspections should expect that staff, parents, children and young people will:

- work in partnership with us to develop open and constructive dialogue;
- provide information to ensure that the Inspectors can report accurately, fairly and reliably;
- work with us to minimise disruption, stress and bureaucracy;
- draw any concerns about the inspection process to our attention promptly; and

- understand that Inspectors will visit classes and, at times, wish to talk to staff and participants about key issues related to the leadership and management of the school.

(9) Should a school or inspection team feel that section (8) is not fully satisfied during the course of an inspection, they may lodge a complaint which will be inspected by a committee created by the Chief Inspector in conjunction with the relevant LEA.

(10) A school will be given notice that they will be inspected no fewer than 4 term-time weeks before the inspection is due, although the specific timing of the inspection does not need to be made known to the school. However, the window for inspection after the 4 week limit should not exceed two term-time weeks from the opening of the inspection window.

(11) The length of the inspection shall be determined by the inspection team, but should not last longer than a week except in exceptional circumstances which will need to be approved by the Chief Inspector, or an agent working on their behalf. A school will automatically be allowed to have this exceptional circumstance explained to them should they request it.

(12) Before the inspection takes place, the school will be expected to create a self-evaluation summary, where the school will explain their strengths and weaknesses in line with inspection criteria drawn up by the Inspectorate. This will be used as a template for the inspection itself, with Inspectors ensuring that the self-evaluation is accurate. Should it not be, the Inspectorate will note this in their evaluation report and give measures for the school to consider adopting to ensure this does not happen again. Schools are encouraged to be open and clear, basing their judgements on evidence that inspectors can follow up during the course of the inspection.

(13) After the inspection has taken place, it is expected that a draft copy of the inspection report will be made available to the school within two weeks. The school will have the right to reply to the draft copy, and this will be taken into account before the full inspection report will be published to the public.

(14) The publishing of the official full inspection report should not happen longer than two months after the inspection has taken place, except in exceptional circumstances which will be made known to the school and placed within the inspection report.

(15) The full inspection report will fully explain the findings of the inspection team against the criteria of inspection laid down by the Inspectorate.

(16) There shall be four broad continuing engagement activities, not all of which are mutually exclusive, which shall be designated by the Inspectorate based upon a full inspection report of a school. The following are brief descriptions but there is flexibility to enable us to ensure the Inspectorate provide the best support for improvement to a school:

#### 1. No further inspection activity

In this option the Inspection team are satisfied with the overall quality of provision and are confident that the establishment's self-evaluation processes are leading to improvements. As

a result, we will make no further visits in connection with this inspection. The local authority or Board of Governors will inform parents about the establishment's progress as part of their arrangements for reporting to parents on the quality of their establishments.

## 2. Additional support for improvement

The Inspectorate are satisfied with the overall quality of provision and are confident that most of the school's self-evaluation processes are leading to improvement.

With support

from the local authority or Board of Governors, and possibly the Department for Education, the establishment will be able to make the necessary improvements. The LEA District Inspector or Independent schools link inspector, along with local authority or Board of Governors, will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the establishment has improved.

## 3. Continued inspection

As a result of our inspection findings, the Inspectorate think that the establishment needs additional support and more time to make necessary improvements. The District Inspector or Independent schools link inspector, along with the local authority or Board of Governors, will discuss the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress.

The Inspectorate will return to evaluate aspects of provision and the progress in improving provision within an agreed timescale following publication of the inspection letter. They will then issue

another letter to parents on the extent to which the establishment has improved. In that letter, the Inspectorate will inform the school and education authority if they are going to carry out a further inspection visit.

## 4. Innovative Practice

The Inspectorate are satisfied with the overall quality of provision and are confident that the establishment's self-evaluation processes are leading to improvements. As a result, they will make no further evaluative visits in connection with this inspection. During the inspection, they identified an aspect or aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result, they will work with the establishment and local authority or Board of Governors in order to record and share more widely the innovative practice. They will ask the establishment, in discussion with the local authority or Board of Governors, to let parents know the outcome of the innovative practice visit(s).

(17) The timetable for inspection for schools shall be devised by the Inspectorate in conjunction with LEAs and their District Inspectors, so that those schools who are

deemed as requiring Continued Inspection shall receive it. No school should go longer than 5 calendar years without receiving a full inspection from the Inspectorate.

## **Section 4 - Inspection Criteria**

### **1) The notification of schools**

The purpose of the notification of the school that an inspection will take place within the designated inspection window is to:

- inform the school of the inspection
- make the school aware of its statutory duty to inform parents of the inspection,
- inspectors should remind the school that Inspectors letter to parents containing the link to the solicitation of the views of the parents of registered pupils may be sent electronically as well as a paper copy sent via 'pupil post'
- make arrangements for the inspection; this includes an invitation to the headteacher to participate in joint observations and main inspection team meetings
- make arrangements for discussions with key staff establish what the governance structure of the school or academy is, and make arrangements for a meeting with the chair of governors and as many governors as possible, and/or representatives of those responsible for governance, and request that as many governors as possible are also present at the feedback meeting
- request either a face-to-face meeting or a telephone call with a representative from the local authority, academy chain or other relevant responsible body; this does not apply to stand-alone academy converters
- provide an opportunity for the school to ask any questions
- establish whether the school has any pupils who attend off-site alternative provision, either on a full- or part-time basis. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full-time for five or more pupils of compulsory school age, or one such pupil who is looked-after, or has a statement of special educational needs or disabilities (SEND)

### **2) Safeguarding**

1) It is essential that inspectors are familiar with the content of the following key documents:

- the Department for Education's statutory guidance for schools and colleges, 'Keeping children safe in education', 2014

- 'Keeping children safe in education: information for all school and college staff', DfE, 2014
- 'Working together to safeguard children', 2013..
- The statutory guidance for schools and colleges, 'Keeping children safe in education', came into force on 3 April 2014. The guidance sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children. It replaces 'Safeguarding children and safer recruitment in education'.
- In the event of an ongoing incident coming to light during the inspection, reference should be made to 'Inspecting safeguarding in maintained schools and academies', which contains guidance on what to include in the inspection report.

2) Inspectors should include in their report the quality of safeguarding and the provision of support for safeguarding within the school, along with recommendations that the school should consider undertaking should there be inspection deemed areas as being of need of improvement.

3) Inspectors will examine the Safeguarding Training log of the school and report on compliance, and suggested ways to remedy noncompliance, if applicable.

### 3) The key principles of Inspection

The following principles provide a key point of reference to inform the manner in which inspections will be undertaken and the assessment of a school against the relevant criteria. They are:

- Independence, impartiality and accountability
- Having all learners or users at the heart of inspection and review
- Equality and diversity
- Transparency and mutual respect
- Observing practice and experiences directly: focusing on outcomes and impact
- Building on self-evaluation
- Partnership working with the users of our services and other providers/scrutiny bodies
- Improvement and capacity building
- Proportionality, responsiveness and assessment of risk
- Best value

### 4) Student Feedback to Inspectors

- 1) Inspectors will notify the school of a random sample of between 10 and 15 students, or a number representing between 25%-50% of the average class size for that school, from whom they will seek feedback regarding their experience of the school. The feedback may be in 'Group' or 'individual'

format, as best suited to the situation, and at the discretion of the Inspectors.

- 2) Feedback will be limited to teaching and learning experience, safeguarding and how safe the learning environment is for students, and pastoral support. However the Inspection team may broaden the student feedback criteria should the Lead Inspector deem it necessary. The school shall be informed of this, and may raise any concerns they have in the aforementioned way.
- 3) Feedback will be aggregated and anonymised and listed in the Pupil Feedback section of the report.

## 5) Equality and Diversity

Within inspections and review frameworks the HMI shall:

- model good practice in challenging discrimination and promoting equality, leading to positive outcomes for all children, young people and adult learners;
- be aligned to legislative requirements and subscribing to HM Government's schemes for Disability, Gender and Race Equality, and taking account the Equality Act, October 2010; and any other relevant legislation
- seek information and views from a diverse range of learners, participants, staff and communities;
- look at the extent to which the establishment or service identifies key groups who may experience barriers to learning and progress, and take action to meet their needs;
- explore how the establishment or service responds to the requirements of equalities legislation; and
- identify good practice in eliminating discrimination and promoting equality and diversity and disseminate that good practice within and across sectors

## 6) The Observation of Practice and Experiences directly: focusing on outcomes and impact

Inspections and review frameworks shall:

- gather and analyse evidence based on first-hand experience of learners and/or users of services, interacting directly with learners, staff, parents, carers and other stakeholders;
- engage in dialogue with practitioners about the quality of learning and teaching we have observed;
- take into account the experience of the practitioner when being observed when giving feedback and assessing teaching and learning
- assess the provision of support for practitioners within the institution so as to ensure that practitioners feel supported and are able to provide quality first instruction. Within this shall be the provision of continuing professional

development both within the service provider, and the ability of members of staff to be able to attend continuing professional development which is based outside of the service provider, such as conferences and seminars based within other organisations

- review the outcomes for all learners and focus on those who are underachieving; and
- continuously review how to achieve greatest impact from the knowledge of effective practice which is gained through inspections, reviews and other tasks.

## 7) Building on self-evaluation

Inspections and review frameworks shall:

- start by understanding the establishment or service's self-evaluation;
- work with staff in establishments or services to identify key themes from self-evaluation which will help to focus inspection or review activity;
- specifically assess the effectiveness of the establishment/service's self-evaluation arrangements and, where we believe these are of good quality, place added reliance on the evidence produced by the establishment/service itself to streamline the inspection process; and
- report on the effectiveness of the establishment or service's self-evaluation and its capacity to improve.

## 8) Evaluating the quality of boarding and residential provision in schools

The inspection of boarding and residential provision will be conducted under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding or residential provision, as appropriate:

- 1) Where the school provides boarding provision, inspectors will make five key judgements on that provision. These judgements will be made in accordance with the guidance in the evaluation schedule for the inspection of boarding and residential provision in schools.
- 2) If any national minimum standards have not been met by the provision, recommendations for how to resolve the situation must appear as one of the recommendations within the Inspection Report as an action that the school is obliged to undertake.
- 3) The national minimum standards not met should be listed towards the end of the report.
- 4) Inspectors must consider the impact of inspection of boarding/residential provision on the inspection outcome for the whole school, for which they will need

to take account of the proportion of boarders/residential pupils in the school.

#### 9) The views of parents of registered pupils

1) Inspectors have a statutory duty to have regard to the views of parents. When HMI sends confirmation of the inspection to the school by email, this will include a letter that gives formal notification of the inspection for parents. It will also explain how the Inspectors will solicit the views of parents and how to contact inspectors. The school must make every effort and take such steps as are reasonably practicable to notify all parents of registered pupils of the inspection, using this letter. Schools should encourage parents to complete these surveys by placing a link on their website to the letter and any relevant website where parents can express their views within the appropriate format to the Inspection Team. Where the response rate from parents is low, inspectors must take steps during the inspection to gather further evidence of the views of parents. In addition, the school should be encouraged to notify parents using its own electronic systems (such as SMS messages), where available.

#### 10) Improvement and capacity building

Inspections and review frameworks shall:

- give priority to supporting improvement through constructive professional dialogue;
- promote a learning approach in order to learn from the knowledge and experience of others and share our knowledge and experience;
- encourage staff to share their innovative and highly effective practice and promote innovation during inspection and review activity;
- where appropriate, identify recommendations for improvement;
- make a professional judgment about an establishment's or service's capacity to improve and provide assurance or intervene in cases of weak service provision;
- continue to engage in follow-through activity to support improvement where necessary;
- train and include current serving practitioners, where possible, in inspection/review teams as a way of spreading knowledge and skills in evaluation across the education and children's services workforce; and
- seek to bring about improvement in standards and quality through supporting government policy-making with evidence and advice.

#### 11) Ensuring best value

Inspections and review frameworks shall:

- promote best value in our inspections and continually review them to ensure they are efficient and effective and take action to modify or stop them if they are no longer necessary;
- continually review our approaches to ensure that we help others to benefit more fully from the most effective practice that we find, in ways that will have the greatest impact;
- reconfigure our resources to promote sustainability and concern for the environment;
- deliver benefits in proportion with costs, including those being inspected or reviewed and take corrective action where the evidence suggest improvements can be achieved; and
- seek out and capitalise on opportunities to work together with other scrutiny bodies, organisations and agencies on shared and cross-cutting themes in the interests of greater cost effectiveness.

## 12) Quality of teaching, learning, and assessment

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate
- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning

### 13) Effectiveness of leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners
- improve staff practice and teaching, learning and assessment through appropriate professional development
- evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
- successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment
- actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- ensure that all leaders and managers have an appropriate awareness of issues within their institution and the experiences of the staff and students, by maintaining regular teaching practice as required by their LEA Guidelines

### 14) Personal development, behaviour and welfare

Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':

- commitment to learning, supported by a positive culture across the whole provider
- self-confidence, self-awareness and understanding of how to be a successful learner
- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

- prompt and regular attendance
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain, through the application and following of statutes set out within relevant legislation

#### 15) Outcomes for children and other learners

Inspectors will take account of current standards and progress, including the provider's own data, and make a relevant judgement on academic and other learning outcomes for children and learners by evaluating the extent to which they:

- progress well from their different starting points and achieve or exceed standards expected for their age, whilst taking into account circumstances that are beyond the control of the institution
- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local, national and personal needs.

#### 16) Arrangements for different types of provision

In addition to the judgements set out in this bill, inspectors will need to make a variety of other judgements and undertake regulatory activity in different types of provision.

### **Section 5 - Information about HM Inspectors**

1) All inspectors must have:

- a relevant degree, with first or second class Honours, or have other means to demonstrate achievement of an equivalent standard;
- an appropriate professional qualification for the delivery of education or training;
- successful professional experience in education; and
- proven success in a significant leadership role.

2) Duties and Responsibilities

All Inspectors undertake a programme of inspections or reviews across all education sectors or services for children. Lead Inspectors, and other relevant inspectors are

expected to inform parents, schools, colleges and other providers of education and Ministers about standards and quality in education and services for children. Also to provide professional policy advice to Ministers, HM Government and others, and are engaged in a wide range of tasks which are intended to support improvement.

### 3) Management, organisation and staff development

Inspectors are expected to take on other substantial responsibilities as part of their role. Some may carry particular responsibility for liaison with particular education authorities. Others shall take the lead in aspects such as the primary curriculum or standards and quality in further education or child protection. Within the Inspectorate that shall be inspectors designated to have responsibilities for areas such as asylum seekers, anti-bullying, autism or a subject or curriculum area.

An experienced Lead Inspector can expect, in any one year, to carry responsibilities such as:

- being a member of a significant number of inspection and review teams, including acting as the Managing Inspector for a number of those inspections or reviews;
- taking national responsibility for the work of HMI Schools in a particular area;
- responding to requests for policy advice in their area/s of expertise and responsibility;
- taking part in tasks such as monitoring the impact of policy upon the teaching profession, supporting work within the writing and maintaining of the National Curriculum; and
- being a member of a number of national working groups and committees. They can also participate in extensive continuing professional development, targeted to meet their needs and those of the Inspectorate.

## **Section 6: Commencement, Short Title & Extent**

(1) This bill will come into effect from September 1<sup>st</sup> 2017.

(2) This bill may be cited as the Education and Inspections Bill 2016

(3) This act shall extend to England

This bill was written by Alan Bstard MP, Secretary of State for Education and HandInGove MP, Minister of State for Schools and is submitted on behalf of the 14th Government

